

**IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION  
THROUGH SQ3R TECHNIQUE IN MTs N 1 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR 2017/2018**

**A Thesis**

Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree

By

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Study Program : English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

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2018**

## **ABSTRACT**

### **IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION THROUGH SQ3R TECHNIQUE IN MTs N 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2017/2018**

**By : Anggita Aprilia**

This research about improving students' reading comprehension by SQ3R technique at the eighth grade of MTs N 1 Bandar Lampung. It was focused on students' reading and use of SQ3R technique. The objective of this research is to find out whether there is any improvement of students' reading comprehension after being taught by SQ3R technique (Survey, Question, Read, Recite, Review).

In this research, the researcher used classroom action research as research design that was held in two cycles. The subject of the research was the students of VIII-KK (special class) which consist of 30 students of the eighth grade of MTs N 1 Bandar Lampung at the second semester. In this research, the instruments are reading test and observation sheet. The improvement of students' reading is analyzed by comparing of score from each cycle and percentage of high score. The actions implemented in this research were applying the SQ3R technique in reading activity to improve students' reading comprehension. There were some steps in applying the SQ3R technique, they are; surveying, questioning, reading, reciting and reviewing. In this research is there is improvement of students' reading in the learning product after being taught by SQ3R technique. The students' reading improved students in first cycle to students in second cycle. Because, in second cycle, the researcher tried to modified based on the weaknesses found in first cycle. So, for second cycle the students were asked to recite the text using their own words in front of the class. The text used in the teaching and learning process of reading was about recount text. Every cycle consisted of some steps, those were planning, action, observation and reflection.

The result shows that the implementation of the SQ3R technique in this study is succesful to improve the students' reading comprehension. The indicators of the success of the implementation were that: 1) effectiveness of teaching learning, 2) student involvement in teaching, 3) improvement of students ability and comprehension of lesson. For reading the standard goal is 73. Therefore, the researcher determine that if 80% of students got score 75 it assume that using SQ3R tecnique in teaching learning improved students' reading comprehension. Looking at the scores, it was found that the students' reading comprehension is improved from 43.3% of students passed in first cycle to 83.3% of students passed in second cycle. It means that SQ3R technique is good technique in teaching learning process especially in teaching reading.

***Key word : Reading Comprehension, SQ3R Technique, Classroom Action Research.***





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## DECLARATION

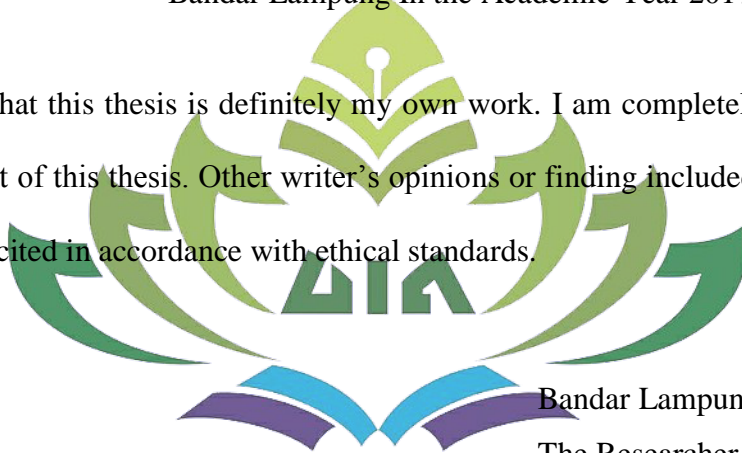
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Certified that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, April 2018  
The Researcher,

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## MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Then when you taken a decision, put your trust in Allah, Allah love those who put their trust in him.

(Ali-Imran : 159)<sup>1</sup>



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<sup>1</sup> Departement Agama RI . *Al-Quran Tajwid Dan Terjemahnya*. PT Syamil Cipta Media. 2006. P.71

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Saijuri and Mrs. Sabarti who have already prayed and supported for my success and advise me all the time. Thanks “dad and mom”....love you for ever
2. My beloved sister, Mutiara Desta who always care for my study and motivate me to succeed. Thanks, I love you so much
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

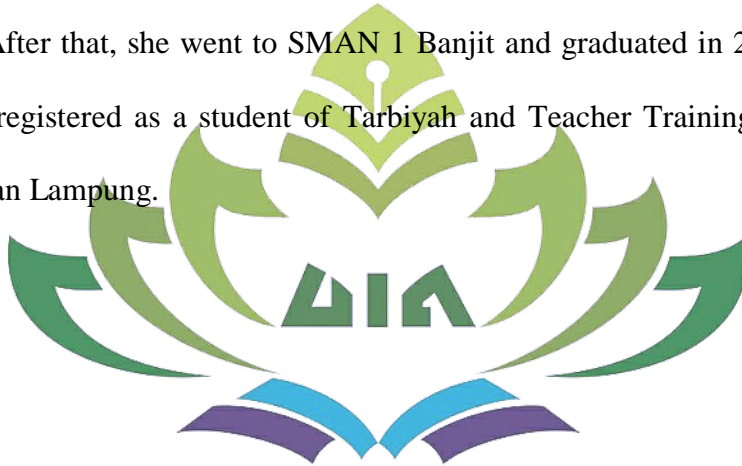




## **CURRICULUM VITAE**

The researcher's name is Anggita Aprilia. She was born in Banjit, Way Kanan on April 24<sup>th</sup> 1995. She is the first child of Mr. Saijuri and Mrs. Sabarti. She has two sisters. She lives in kelurahan Rantau Temiang, Kecamatan Banjit, Way Kanan.

The researcher graduated from Elementary School at SDN 2 Rantau Temiang in 2007. She continued her study in Junior High School at SMPN 1 Banjit and graduated in 2010. After that, she went to SMAN 1 Banjit and graduated in 2013. In the same year, she registered as a student of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



## ACKNOWLEDGEMENT

Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “Improving The Eighth Grade Students’ Reading Comprehension Through SQ3R Technique In MTs N 1 Bandar Lampung In the Academic Year 2017/2018” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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7. My beloved partner Agus Hendrian, thanks for your biggest motivation and help.
8. The researcher's friends in English Education of UIN Raden Intan Lampung'13 especially students of class E thanks for best time and moment.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, April 2018  
The Researcher

Anggita Aprilia  
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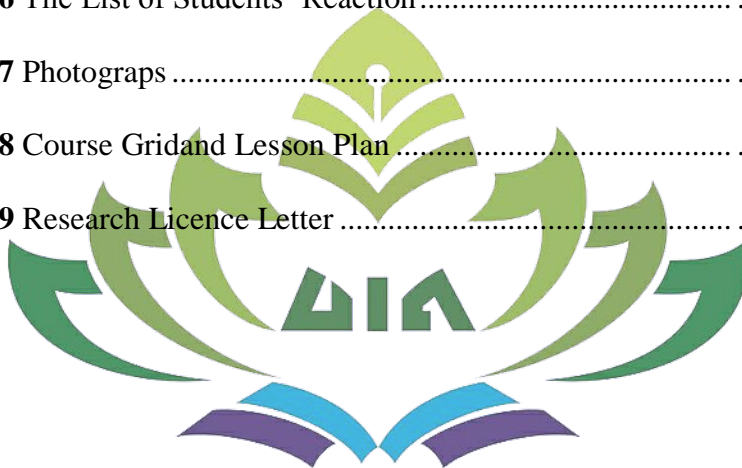
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## **CHAPTER I INTRODUCTION**

### **A. Background of The Problem**

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is tool of communication among people in the world to deal with trading, social-cultural, science, and technology purposes. Moreover, English competence is important for career development. Therefore students need to acquire English to improve their confidence to face global competition.

To fulfill the students' need, the government determines English as a compulsory subject which is taught in junior and senior high school in Indonesia. However, there are some qualifications required in teaching English. Teachers should provide appropriate techniques to teach their students.

Furthermore, to acquire English successfully, students have to master four language skills. Those are reading and listening as the receptive skills and writing and speaking as the productive skills. The receptive and productive skills are connected to each other. For example, to have a good writing skill, students need to develop their reading skill first.



Reading is one of the important skills in English. By reading, readers will get a large amount of new knowledge. There are no certain rules to choose tasks to read and the way how to read them. According to Grabe, there are many ways that people engage in reading and different reading tasks call for distinct combinations in component skills.”<sup>1</sup> Elly in Grabe states that they can read basic forms, read advertisements, read newspapers and use basic reading skills in their work and their daily lives when needed.”<sup>2</sup> In other words, everyone has the right to certain what they want to read.

However, as a good reader, we have to prove that there will be something taken by our reading activity. It means that we understand the tasks well. Carver in Grabe says that Reading for general comprehension is the most common purpose for reading among fluent readers and it is the default assumption for the term reading comprehension.<sup>3</sup> Moreover, Ashby and Rayner in Grabe states that an important dimension of reading education includes understanding what skilled readers do when they read.<sup>4</sup> It means that reading is the reader’s activity to get the information from the written text.

Eventually, the one which burdens us while reading is we still find out difficulties to get the reading point itself. Most students still have low in

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<sup>1</sup>William Grabe, *Reading as a Second Language: Moving from Theory to Practice* (The United States: Cambridge University Press, 2009), p.2.

<sup>2</sup> *Ibid.* p.4.

<sup>3</sup> *Ibid.* p.10.

<sup>4</sup> *Ibid.* p.13.

comprehending reading text. Meanwhile, students are one of classroom components that take an important part in teaching learning process. Mostly the objective of the lesson is to make students able to understand or produce something. It is hoped that students should be independent and active in learning so they can be able to receive knowledge given in the lesson and the objective of the lesson can be reached. According to Wallace, reading plays a key role in almost every course of study. He also states yet many students do their reading in an unfocused way.<sup>5</sup> It can be elaborated that it is very important for both students and teachers to know the best way in comprehending English texts.

Whereas, students' independency and effort in English lesson are needed to develop their understanding and creativity, especially in English reading lesson. In other words, the reader needs to be an active reader to comprehend text they have read. When students are not independent and active in English reading lesson, they can be called as reluctant readers. Reluctant readers need more support from the teacher before they can participate in any kind of independent reading time successfully.

Based on the preliminary research at MTs N 1 Bandar Lampung in April 2017, the researcher conduct an interview the English teacher of MTs N 1

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<sup>5</sup>Michael J. Wallace, *Study Skills in English Second Edition* (Cambridge University Press: United Kingdom, 2004), p.9.

Bandar Lampung and the researcher gave the task in preliminary research to the students. Firstly, the researcher interviewed the English teacher, Mrs. Dian.<sup>6</sup> She said that almost the students had low in reading. She stated that his students were reluctant to comprehend English text by themselves. Secondly the researcher gave the task in preliminary research to the students and documented the result of the task as a document. The task was multiple choices which consist of thirty questions of recount texts.

Meanwhile, the researcher used the students' test result as the document. The researcher chooses the eighth grade of second semester of MTs N 1 Bandar Lampung in 2017/2018 academic year.

**Table 1.1**  
**The Students' Score of Recount Text at Eighth Grade of MTs N 1 Bandar Lampung 2017/2018 Academic Year**

No	Class	Score				Total
		50	60	70	80	
1	VIII A	1	22	14		37
2	VIII B	4	19	11	2	36
3	VIII C	3	21	8	2	36
4	VIII D	5	18	9	2	36
5	VIII E	1	21	14		36
6	VIII F		14	23		37
7	VIII G	3	20	10	2	36
8	VIII H	6	19	10	2	37
<b>Total</b>		<b>28</b>	<b>154</b>	<b>99</b>	<b>10</b>	<b>291</b>
<b>Percent (%)</b>		9,6%	<b>52,9%</b>	34,0%	3,4%	100%

*Source : Document of the students' at MTs N 1 Bandar Lampung*

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<sup>6</sup> Mrs. Dian, English Teacher at MTs N 1 Bandar Lampung, an interview, April, 2017



From table 1.1, it can be said that the students' score of recount text at eighth of MTs N 1 Bandar Lampung is still low because some students got score 60 are 52, 9%. It means that the English score should be increased. The English teacher said that their motivation in English learning is still need to increase. The teacher also said that she seldom gives the technique in giving the material to the students. So when the teacher explains the material most of students do not pay attention. Beside, the students feel shy to ask to teacher when they do not understand about the material. That is why the students score in English were still low.

Besides conducting an interview with the English teacher, the researcher also asked some student for their opinion about reading English text in their English lesson.<sup>7</sup> She asked them whether they could answer the question well or not. Based on the interviewed, some students said that reading is not interesting for them. The students usually felt that reading was difficult and they easily gave up as they found a new or difficult word in English.

After the researcher conducted the interviewed, she tried to see the fact by being present at one of classrooms that had an English subject. The researcher noticed that in teaching learning process, the teacher only asked the students to read the texts, find the meaning of difficult words and answer the questions related to the texts. Most of the students only kept silent when the teacher

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<sup>7</sup> Rian, Najmi, Rayi, Yanwar, *The Students At The Eight Grade Of Mts 1 Bandar Lampung*

asked them to make a class discussion. The teacher never asked them to encourage their reading by themselves and to be more active to speak their mind about the texts. The researcher found it was difficult for the students to understand the content of the texts and to get any information from the texts clearly by themselves.

Seeing the problem, the researcher would like to help the English teacher to find out a good way to teach reading with good comprehension in order that the objective of lesson could be reached. In addition, there would be a creative and an active teaching and learning process in the classroom.

Here, the researcher used a technique to help students comprehend English texts called SQ3R. It stands for Survey, Question, Read, Recite, and Review. According to Brown, SQ3R is one effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the five steps: Survey, Question, Read, Recite, and Review.<sup>8</sup> Cook and Mayer in Feldt & Hensley argued that SQ3R limits encoding to searching for and memorizing relevant information. In order to achieve thorough, meaningful learning from text,<sup>9</sup> it means helps readers to

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<sup>8</sup> H. Douglas Brown. *Teaching By Principles An Interactive Approach To Language Pedagogy. Second Edition.* (San Francisco, 2000). P. 315

<sup>9</sup> Feldt, R.C. & Henley, R. (2009) Recommendation For Use Of SQ3R In Introductory Psychology Textbooks. *Education* 129(4), 584-588. P. 584

create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind.

Huber in Feldt & Hensley, he states use of SQ3R assumes that students have requisite skills, which include selecting main ideas, identifying the structure of text, and asking question.<sup>10</sup> It means that benefit of implementing the SQ3R technique is to help students to get an overview of the text, analyze the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text.


The result of previous research stated that SQ3R technique has an effect to increase the students' reading comprehension. It has been applied by Nurmiasih of islamic education state islamic college (STAIN) Tulungagung June 2012 at MTs Miftahul 'ULA (MTsM) Nglawak Kertosono, on her research entitled the effectiveness of SQ3R technique on students' reading achievement to the eighth graders showed that teaching reading through SQ3R could increase students' achievement significantly. SQ3R technique made the students' reading score improved well and it made students active in learning process.<sup>11</sup>

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<sup>10</sup> *Ibid.* P. 585

<sup>11</sup> Suci Nurmiasih, *The Effectiveness Of SQ3R Technique On Students' Reading Achievement To The Eighth Graders At Mts Miftahul 'ULA (Mtsm) Nglawak Kertosono*, 2012, STAIN Tulungagung

From the result of previous research conducted by Lia of teacher training and education University of Nusantara PGRI Kediri 2015 at SMA N 1 Ngronggrot, on her research entitled the effect of SQ3R technique on the students' reading comprehension of tenth grade showed that there is significant effect of using SQ3R technique. Resulting t-score is 7.8312 and t-table is 2.042. So, t-score is higher than t-table. Based on the result, using SQ3R technique give a better result in reading comprehension.<sup>12</sup>



Based on those previous research, the researcher can conclude that all of previous research show the great results of use of SQ3R technique toward reading comprehension that have an effect to improve reading comprehension of the students. By using SQ3R technique, students have positive motivation that can make students more enthusiastic in reading process, so it can increase the student score of reading and their abilities in reading.

So, from the explanations, the researcher used SQ3R as a reading technique to help students comprehend recount text; especially students who were still count on their teacher or their dictionary to comprehend text. Therefore, the researcher conducted this research entitled “Improving The Eighth Grade Students’ Reading Comprehension Throught SQ3R Technique In MTs N 1 Bandar Lampung In the Academic Year 2017/2018”.

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<sup>12</sup>Dewi Puspita Veny Lia, *The Effect Of SQ3R Technique On The Students’ Reading Comprehension Of Tenth Grade At SMAN 1 Ngronggrot*, 2015, University Of Nusantara PGRI Kediri

## **B. Identification of The Problem**

Based on the background of the problem, the researcher identifies the problems as follows:

1. The students' reading comprehension is still low.
2. The students' motivation to learn English is still low.
3. The teacher is lack of using various technique in teaching reading comprehension.
4. The students find some difficulties in learning English especially reading.

## **C. The limitation of The Problem**

The researcher focused on the used of SQ3R technique to improve reading comprehension of the eighth grade students in MTs N 1 Bandar Lampung in the academic year 2017/2018 to comprehend factual recount in recount text.

## **D. Formulation of The Problem**

Based on the limitation of the problem that, the researcher formulate the problem as follows:

How can the SQ3R technique to improve the reading comprehension of eighth grade students' in MTs N 1 Bandar Lampung in the academic year 2017/2018.



### **E. The Objective of Research**

Based on the fomulation of the problem, this research is aimed describe the implementation of SQ3R technique can improve the students' reading comprehension of eighth grade students in MTs N 1 Bandar Lampung in the academic year 2017/2018.

### **F. Significances of Research**

The uses of this research are as follows:

#### **1. Practically**

- a. For the English teachers; to demonstrate to english teachers to solve students' problems by improving students' skill through an appropriate technique.
- b. For the students; to give some contribution to students to improve their reading.
- c. For the researcher; this research was give contibution to researcher to find out the best technique to improve students' reading comprehension.
- d. For the institution; the result of this research was contributed the institution to fulfill the demand of English curriculum.

#### **2. Theoretically**

This research may support the existed theory that the use of SQ3R technique can improve students' reading comprehension.

### **G. Scope of the Research**

#### **1. The Subject of the Research**

The subjects of the research were the students at the eighth grade of MTs N 1 Bandar Lampung.

#### **2. The Object of the Research**

The object of the research were the improve of SQ3R technique and students' reading comprehension in comprehending recount text.

#### **3. The place of the Research**

The place of the research was MTs N 1 Bandar Lampung.

#### **4. The Time of the Research**

The research was conducted at the second semester of the eighth grade in the academic year of 2017/2018.



## **CHAPTER II**

### **FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS**

#### **A. Frame of Theories**

##### **1. Concept of Teaching and Learning English in Indonesia**

Everybody knows that English is the most popular language. Besides the popularity, everybody should know that it is one of the most important and crucial skills to have for personal success, fun and any other parts of life. English as a foreign language, is generally taken to apply the students who are studying general English at school and institutes in their country or as transitory visitor in a target language country.<sup>1</sup>

English is an international language means for communicating and expressing one's feelings anytime and anywhere. Moreover, English is one of the subjects that compulsory to be learnt by students in Indonesia, especially for junior and senior high school students, while for elementary school, it is as a local content subject. It is also as the first foreign language in our country that should be taught to the students from elementary level up to university students.

Knowing the benefits of learning English, teachers as the main media in educating the students, should have interesting ways and techniques to make them easier to

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<sup>1</sup>Jeremy Harmer, *How to Teach English* (England: Longman, 2004), p.39.

learn English. As Nikolov says, quality of teaching is particularly important.<sup>2</sup> It is true that it is not such an easy thing to teach students English at school with a large number of students as well as limited school hours for the subject.

Just like Nikolov states that learning English in a large group and with fewer hours per week seemsto be less likely to create the same perception of English as a school subjectas in the case when the learning conditions are more favourable.<sup>3</sup> It is better for students to learn English more out of class hours at school.

## 2. Concept of Reading

There are four skills in English should be mastered, they are: listening, speaking, reading and writing. It cannot be denied that reading takes an important role in English. Wallace says reading is plays a key role in almost every course of study.<sup>4</sup> It meansthat reading is very important in English.

According to Cline et.al reading is decoding and understanding written texts.<sup>5</sup> Grabe and Stoller in Ermayanti's journal states reading is a way to draw information from the printed page and interpret this information appropriately.<sup>6</sup> It

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<sup>2</sup>Marianne Nikolov, *Early Learning of Modern Foreign Language Processes and Outcomes* (Ireland: Multilingual Matters, 2009).p.76.

<sup>3</sup>*Ibid.* p.78.

<sup>4</sup>Michael J. Wallace, *Study Skills in English* (2<sup>nd</sup> Ed, Cambridge University Press: United Kingdom, 2004), p.9

<sup>5</sup>Frederick Cline, Christopher Johnstone, and Teresa King. *Focus Group Reactor to Three Definition of Reading ; as originally Developed in Support NARAP Goal 1* (Minneapolis : National Accesible Reading Assesment Project, 2006), p.2

<sup>6</sup>Nanda Ermayanti, *Improving Students' Achievement in Reading ComprehensionThrough Advance Organizer Strategy* (Medan: The Journal, 2013), p.1.

can be elaborated that reading is an exercise dominated by the eye movements and the brain to decode written texts.

Based on the definition that, it can be said that reading is an activity to get meaningful things from written texts that involves good understanding. In addition, Ali states in his journal that without reading, nothing can be done in the development of the competence in listening, speaking, writing and translating.<sup>7</sup> It means that reading is a role important in the development of the competence with another aspects.

Reading only is not enough because the precious one is reading with comprehending the text. Tankersley states, comprehension is the center of reading. She also says comprehension is the heart of reading process and we bring our life experiences to the act of reading.<sup>8</sup> When an effective reader reads for comprehension and understanding, it is actively engaged and thoughtful process.<sup>9</sup> It means that reading is an interactive process between readers and the text. The readers automatically interact with the text to get main information in the text. It can make the readers comprehend the text easier if they serious in the reading process.

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<sup>7</sup>Dilshad Akber Ali, *Personality Types And Reading: A Correlational Study Interdisciplinary Journal Of Contemporary Research*(ijcrb.webs.com: 2012) Vol. 4, No 8

<sup>8</sup>Karen Tankersley, *The Threads Of Reading : Strategies For Literacy Development* (ASCD, 2003). p.114.

<sup>9</sup>*Ibid.* p. 91.



The goal of reading is understanding. It is indeed, reading comprehension is an active reading. Nilson defines comprehension is the ability to grasp the meaning of material and restate it in one's own words.<sup>10</sup> These concepts basically stated that reading always deals with the process of taking meaning from printed materials. It means that in reading activity the purpose of reading is to comprehend what is read. In this process, the reader tries to create meaning intended by the writer.

From the explanation that, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. The background knowledge that each individual reader brought to the reading situation is a primary context variable involved in reading comprehension. Reading comprehension is as much about integrating new information into what readers already know (their background knowledge) as it was about properly identifying words.

Besides, it is necessary for us to know factors in reading comprehension. According to Tankersley, reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader

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<sup>10</sup>Linda B. Nilson. *Teaching At Its Best: A Research-Based Resource For College Instructors Third Edition* (San Francisco: Jossey-Bass, 2010), p.21.

has adequate background in the content and vocabulary being presented.<sup>11</sup> It means that the reader gets new information and understands what they have not understood yet, after they read.

### 3. Types of Reading

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them.<sup>12</sup>

#### 1) Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.<sup>13</sup>

It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

According to Palmer, extensive reading meant “rapidly” reading “book after book”. He argued that a readers’ attention should be on the meaning, not the language of the text.<sup>14</sup>

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<sup>11</sup>Tankersley, *Loc.Cit.* p.90.

<sup>12</sup>Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), p.210

<sup>13</sup>Francois Grellet, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercise*, (UK: Cambridge University Press, 1981), p.4

<sup>14</sup>Richard R. Day and Julian Bamford, *Extensive Reading In The Second Language Classroom*, (United State of America: Cambridge University Press, 1998) p. 5

An extensive reading also has some advantages and disadvantages side.

They are:

a) Advantages

The students may:

- (1) Develop their reading habit,
- (2) Gain more confidence in reading and
- (3) Improve their attitude towards reading
- (4) Become motivated to read.
- (5) Be more prepared for further academic courses because they have read large quantities.

b) Disadvantages

- (1) An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from Administration.

(2) Students need to have easy access to texts within their language proficiency level. An Extensive Reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

- (3) It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" for materials read

at a higher level. Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged.<sup>15</sup>

## 2) Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.<sup>16</sup>

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<sup>15</sup> Maija MacLeod, *Types of Reading*, at [Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31](http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31)

<sup>16</sup> Maija MacLeod, *ibid*.

As an extensive reading, intensive reading also has some characteristic. They are:

- a) Usually classroom based
- b) Reader is intensely involved in looking inside the text
- c) Students focus on linguistic or semantic details of reading
- d) Students focus on surface structure details such as grammar and discourse markers
- e) Students identify key vocabulary
- f) Students may draw pictures to aid them (such as in problem solving)
- g) Texts are read carefully and thoroughly, again and again
- h) Aim is to build more language knowledge rather than simply practice the skill of reading
- i) Seen more commonly than extensive reading in classroom

Intensive reading has some advantages and disadvantages side. They are:<sup>17</sup>

a) Advantages

- (1) It provides a base to study structure, vocabulary and idioms.
- (2) It provides a base for students to develop a greater control of language
- (3) It provides for a check on the degree of comprehension for individual

b) Disadvantages

- (1) There is little actual practice of reading because of the small amount of text. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.

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<sup>17</sup> [Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31](http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31)



(2) The text may be not interested the reader because it was chosen by the teacher.

(3) There is little chance to learn language patterns due to the small amount of text.

(4) Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

#### 4. Definition of Reading Comprehension

Comprehension is an active in the contruction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.<sup>18</sup> It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disability are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.<sup>19</sup> It means that reading comprehension is important for students. Can

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<sup>18</sup>Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Benbardt, and Machel L. Kamil. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003) p.14

<sup>19</sup>Janette K. Klingner, Sharon Vaughn and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press 2007) p.4

give knowledge for students ability from they comprehend. Students can understand topic and can summarize key ideas.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronounciations to meaning and finally connect these words into idea units.<sup>20</sup> It means that comprehension is process ability of someone to make sense of the context base on what he or she reads or hears. It is way in which someone interpret the text.

Reading comprehension is a complex intellectual involving a number of abilities. The two major abilities word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension without reading comprehension, there would be no reading.<sup>21</sup> It means that comprehension is intellectual process involving ability to access knowledge from read words.

From those statement those can be concluded that, reading comprehension is very important in the reading ability. Reading comprehension is the reader ability to

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<sup>20</sup> Joanne Schudt Caldwell. *Comprehension Assesment A Classroom Guide*. (New York: The Guildford Press, 2008) p.5

<sup>21</sup> Anggia Helta. *Increasing Students' Reading Comprehensions Achievement through Guesing Strategy Training*. (Jakarta : Pakar Raya, 2010) p.8

take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>22</sup> It means that comprehension is efficient and intellectual process involving ability to access knowledge from read words. Moreover, according to Brown, to know the students' reading comprehension score, especially in reading, there are some criteria that are commonly used in measuring students reading comprehension. They are :

1. Main idea (topic), the idea or topic that discuss in the text.
2. Expression/idiom/phrase/ in context.
3. Inferences (implied detail), part of text that assumes the reader already learned about a specific topic.
4. Grammatical features.
5. Detail (scanning for a specifically stated detail), the specific information in the text.
6. Excluding facts not written (unstated details), the information that not written in the text but have same meaning.
7. Supporting idea, the idea that back up the main idea.

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<sup>22</sup>H. Douglas Brown. *Teaching By Principles An Interactive Approach To Language Pedagogy. Second Ed.* (san francisco, 2000). P. 306

8. Vocabulary in context, a words that have same meaning (synonym).<sup>23</sup>

It can be inferred that reading comprehension means the students ability to readtext and understand its meaning and they can express main idea, inference, expression/idiom/pharse in context, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

## 5. Approaches in Teaching Reading

### a. Top – Down Approach

#### 1. Key concept

Top – down is an approach in teaching reading that activates the broader knowledge of the students to understand the text in the beginning of the lesson. It uses schemata of the students as the readers to understand what the text tells about and the writer's intention inside the text. Brown states that in using top – down, we draw on our own intelligence and experience to understand a text. Supporting this, Nuttall in Brown defines top – down processing as taking an eagle's – eye view of a landscape below.<sup>24</sup> Then, Nuttall in Rahman also defines the top-down approach as:<sup>25</sup>

We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in

<sup>23</sup> H. Douglas Brown. *Op. Cit.* p.206

<sup>24</sup> H. Douglas Brown. *Teaching by principles*, second Ed. (London: pearson Education, 2001). P. 299

<sup>25</sup> Hamidur Rahman Md. *An Evaluation of the Teaching of Reading Skills of English*. (Rajshahi: University of Rajshahi, 2004). P. 50

order to make a reasoned guess at next step.

The advantage of the top-down approach is that it can recall the schema of the past that the students have. By recalling that, the students are motivated to know more about the material that is discussed and the lesson can be more encouraging and attracting to the students. The students' experiences and knowledge can be used too in understanding the text.

The weakness that the top-down approach has is that the top-down approach is not really suitable for beginner level of learners. It is because beginner learners still have limited linguistic features mastery. Moreover their experience and background knowledge have not been developed well. Teaching reading with top-down approach to beginner level students will make them harder to understand if they do not have the background knowledge about the topic that the teacher delivers.

However, the top-down approach is very suitable to be conducted to the students with advanced level. The students of that level can be more motivated if the teacher uses this approach in teaching. The implementation of top - down approach can be seen in real context when the teacher begins explaining the reading material by stimulating the students' schemata. The teacher will start giving several questions to the students in the form of several verbal questions related to the topic that will be discussed in the course.



## 2) Procedure

In teaching reading using the top-down approach, there is a set of procedure that the teacher has to follow:

- a) Opening of the Lesson
- b) Content of the Lesson
- c) Closing of the Lesson

### **b. Bottom – Up Approach**

#### 1) Key concept

The bottom – up is the approach in teaching reading that uses smallest part of language (like letters, words or phrases) to begin with, then it continues to broader items (like sentences and paragraphs). This approach leads the students' understanding about smallest part of language in detail in the beginning of the lesson. According to Nuttal in Rahman, in Bottom – Up, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure.<sup>26</sup> Meanwhile, Brown states that in bottom – up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data – processing mechanisms to impose some sort of order on these signals.<sup>27</sup>

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<sup>26</sup>Hamidur Rahman Md. . *Op. Cit.* p.51

<sup>27</sup> H. Douglas Brown. *Op. Cit.* p.299

The good point in conducting bottom-up processing is that it can make the lesson focus on the structure and vocabulary that can be found out from the text that will be discussed. However, bottom-up approach also has its own weakness. Since bottom-up always start with learning from the smallest part of a paragraph to understand the reading text, it will cause the students' ignorance about the use of the schemata that students have. Moreover, bottom-up approach is also not really suitable with the students with advanced level. If the teacher teaches advanced learners by using bottom-up approach or learning again from decoding letters and words before constructing meaning from sentences, paragraphs, and larger text selections, the students might not be motivated.

It can be concluded that bottom-up is very useful to be carried out in teaching students in beginner level. In the real context, the implementation of bottom-up can be seen clearly when the teacher starts the lesson by explaining smallest part of the things that will be discussed to the students. If the students do not understand the meaning of some words, they will be asked to check in the dictionary. Moreover, the vocabulary mastery of the students can be also improved during the lesson which applying bottom-up approach.

## 2) Procedure

In teaching reading using bottom-up approach, there is a procedure that the teacher can follow:

### a) Opening of the Lesson

b) Content of the Lesson

c) Closing of the Lesson

### c. Interactive Reading Approach

1) Key concept

The success in teaching reading is definitely influenced by the approach selected by the teacher. The interactive reading approach, combination between the top-down approach and the bottom-up approach, is the approach that suits the needs of the students with beginner, intermediate, and advanced level because this approach focuses on the good side both from the top-down and the bottom-up approach.

In applying the interactive reading approach, teachers have to conduct both the top-down and the bottom-up processing in a balance way since both the top-down and the bottom-up processing play an important role in the interactive reading approach. Eskey and Grabe in Morales argue that both the bottom-up processing and the top-down processing have important implications to the interactive approach to reading. Since second language (L2) readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down processes of reading to assist students in the comprehension process.<sup>28</sup> Furthermore, Nuttall in

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<sup>28</sup> K.N.S Morales. The Oxford Handbook of Applied Linguistics. (NewYork: Cambridge University Press.2010). p. 60

Rahman defines the implication of the interactive reading approach in teaching as:<sup>29</sup>

“A reader continually shifts from one focus to another, now adopting a top- down approach to predict the probable meaning, then moving to the bottom- up approach to check whether that is really what the writer says.”

The interactive approach puts the good side between of the bottom-up and the top-down approaches to reading. Brown states in the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers) and their linguistic data processing mechanisms to impose some sort of order on these signals. He also states that in the top-down, or conceptually driven, processing, the readers draw their own intelligence and experience to understand a text.<sup>30</sup>

Moreover, the interactive reading approach will also care with the importance of reading comprehension which is on its pre-reading stage. Abraham in Alyousef states that an interactive approach “demands that the teachers activate the students’ schemata” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”. The reading activity can be started through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Supporting this, Alyousef states that while reading in interactive reading approach is to develop the students’ ability in

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<sup>29</sup> Hamidur Rahman Md. . *Op. Cit.* p.51

<sup>30</sup> H. Douglas Brown. *Op. Cit.* p.18

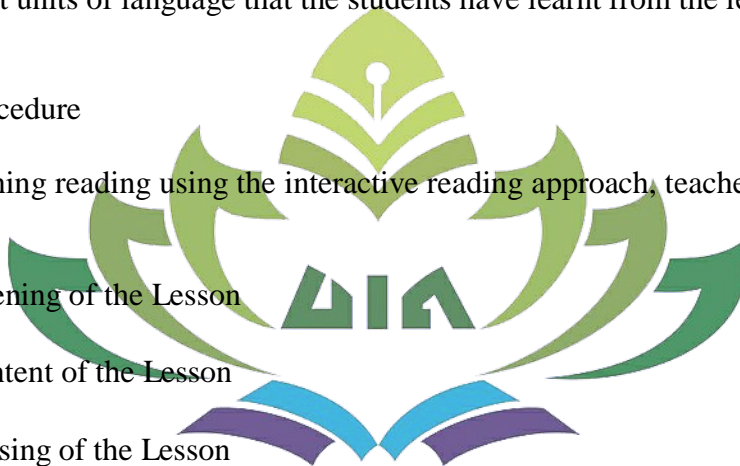
tackling texts by developing their linguistic and semantic knowledge.<sup>31</sup>

The mix of the top-down and the bottom-up approaches is called the interactive reading approach. The implementation of this approach can be seen in real context when the teacher starts teaching the reading materials using the top-down style by questioning the students about several terms related to the main topic that will be discussed and ends using the bottom-up style by reviewing the smallest units of language that the students have learnt from the lesson.

## 2) Procedure

In teaching reading using the interactive reading approach, teachers have to follow:

- a) Opening of the Lesson
- b) Content of the Lesson
- c) Closing of the Lesson



## 6. Concept of Teaching Reading

Teaching is a process to transfer knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals. Teaching reading for English teachers can be the main lesson to help

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<sup>31</sup>H. S Alyousef. Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*. Vol. 5, No. 1, 2006. P. 69

students how to comprehend English texts easily. In teaching reading process, teachers must be attentive to the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:<sup>32</sup>

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged with what they are reading.
- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.

Teaching reading is a job an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development.

Teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice. Consider what the classroom demands of the teacher. Children's interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts.

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<sup>32</sup> Jeremy Harmer, *How to Teach English* (England: Longman, 2007), p.101-102.



## 1. Reading process

To accomplish this goal, instructors focus on the process of reading :

- a. They develop students' awareness of the reading process and reading strategies by asking students to think and about how they read in their native language.
- b. They allow students to practice the full repertoire of reading strategies by using authentic reading task. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
- c. When working with reading task in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.
- d. They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they are doing while they complete reading assignments.
- e. They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

- f. They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, and test content.
- g. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as skill that requires active engagement, and by explicitly teaching reading strategies, teacher help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Teaching reading is not a stuck activity. Students must be good presentees that enjoy the reading process. We must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text. According to the definitions about reading and reading comprehension, the researcher had three points based on the explanation that, they were:

- a. The reader is the one who is doing the comprehending.
- b. The text is the one that should be comprehended.
- c. The activity in which comprehension is a part.

## 7. Concept of Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.<sup>33</sup> Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Generic structure and language feature are dominantly used. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variation are known as genre.<sup>34</sup>

## 8. Concept of Recount Text

### a. Definition of Recount Text

According to Linda, recount is to retell events for the purpose of informing or entertaining.<sup>35</sup>

### b. Generic concepts of recount text

There are three generic sstructure of recount. They are :

1. **Orientation** : provides the setting and produces participants. It pro vides information about, “who”, “where”, and “when”.

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<sup>33</sup> Sanggam Siahaan &Kisno Shinoda, *Generic Text Structure*(Yogyakarta : Graha Ilmu, 2008), p.1.

<sup>34</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*(Australia: Macmillan,2003), p.3-5.

<sup>35</sup>*ibid*, p.194

**2. Record of Events** : tell what happened, present event in temporal sequence.

It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

**3. Re-orientation:** optional-closure of events. It is “rounds off” the sequence of event

### c. Grammatical features of recount text

The common grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, things involved
2. Use of actions verbs to refer to events
3. Use of past tense to locate events in relation to speaker”s or writer”s time
4. Use of conjunctions and time connectives to sequence of events
5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns.

### d. Types of Recount Text

There are three types of recount :

1. Personal recount : retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount : recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Imaginative recount : taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Based on the definitions, the researcher used the factual recount in recount text. Because based on syllabus recount text is one of genre of text that was taught to students, so that researcher choose recount text in this research.

Factual recount is record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between *Pandawa street* and *Antasari street*, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications<sup>36</sup>

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<sup>36</sup> Nisa Fitriyani, *Increasing Students' Reading Comprehension Ability By Using Pre-Questioning In Personal Recount Text Of The Tenth Grade Students At SMAN 2 Bandar Lampung*, (University Of Lampung Bandar Lampung, 2015) p. 21. Accesed On 15 January 2018

Here is the example of factual recounts:

### **Man Charged with Pushing Old Woman Down Bus**

**Orientation:** The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court.

**Event 1:** Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

**Event 2:** Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

**Event 3:** A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus. Ong's lawyer Eddie Koh will be making representations to the court.

**Reorientation:** The case will next be mentioned in December.  
(Sources: <http://luthfan.com>)

## **9. Concept of SQ3R Technique**

Brown defines SQ3R technique consist as one effective of technique for approaching a reading text. SQ3R technique, a process consists of the following five steps:<sup>37</sup>

1. Survey: skim the text for an overview of main ideas.

Glance over the heading in the chapter to see the few big points that will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute or two and will show the main

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<sup>37</sup>H. Douglas Brown. *Op. Cit.* P. 315

ideas around which the discussion will cluster. This will help you organize the ideas as you read them later.

2. Question: the reader asks question about what he or she wishes to get out of the text.

The following step is, look at the first heading in the chapter. Turn it into a question reading. This will give you a specific purpose for reading the material and thereby increase a comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. The question will also make important points stand out at the same time the explanatory detail is recognize as such.

3. Read: read the text while looking for answers to the previously formulated questions.

Read to answer that question, i.e. to the end of the first headed section. This is not passive plodding along each line, but an active search for the answer.

4. Recite: reprocess the silent points of the text through oral and written language.

Once you have read in initial section, look away and try to recite (recal) the answer the question, using your own words and example.

If you can do this, it means that you understand the material.

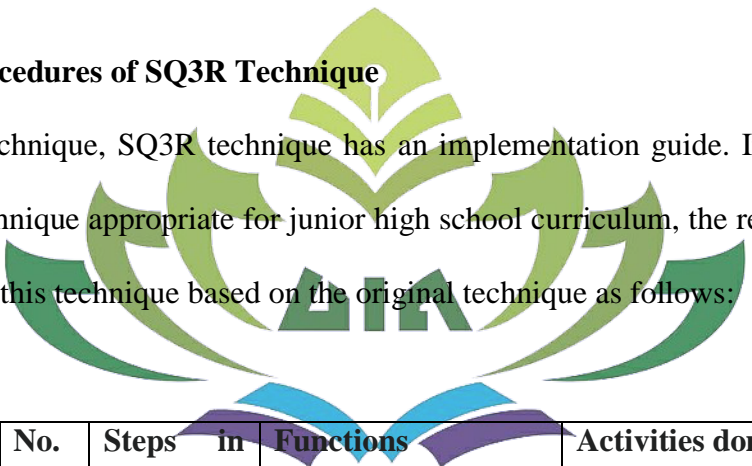
5. Review: assess the importance of what one has just read and incorporate it into long-term associations.



In the last step answer the major purpose question then look over answer and all part of the chapter to organize information. After you do this, you can summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test. technique is suitable for the textbook reading assignment, but it is also can be used for other passage with the adjusted procedures, and this technique can be used for any level of learner with the exception as stated before.


### 10. Procedures of SQ3R Technique

As a technique, SQ3R technique has an implementation guide. In order to make this technique appropriate for junior high school curriculum, the researcher tries to modify this technique based on the original technique as follows:



No.	Steps in SQ3R	Functions	Activities done
1	Survey	Gathering the necessary information to focus and formulate goals.	Before reading a text, the students have to survey the chapter:  the title, headings, and subheadings captions under pictures, charts, graphs

			ormapsreview questions or teacher-madestudy guidesintroductoryand concludingparagraphssummar y.
2	<b>Question</b>	Helping thestudents'mind engageandconcentrat e.	Whensurveyingthestudentssh ould:Turn the title, headings, and/or subheadingsinto questionsReadquestionsatthee nd of the chapters or after each subheading  Asktheirself,"Whatdid my instructor say about thischapter or subject when it was assigned?"  Ask "What do I already know about this subject?"
	<b>Read</b>	Filling in the informationaround	Look for answers to the questions first raised



		<p>the mental structures have been building.</p>	<p>Answer questions at the beginning or end of chapters or study guides</p> <p>Reread captions under pictures, graphs, etc.</p> <p>Note all the underlined, italicized, bold printed words or phrases</p> <p>Study graphic aids</p> <p>Reduce the speed for difficult passages</p> <p>Stop and reread parts which are not clear</p> <p>Read only a section at a time and recite after each section.</p>
	<b>Recite</b>	<p>Retraining students' Mind to concentrate and learn as it reads.</p>	<p>Orally recite about what have just read, or summarize, in students' own words, what they read</p> <p>Take notes from the text</p>

			but write the information in students' own words Underline or highlight important points that the students just read.
	<b>Review</b>	Refining mental organization and begin building memory.	Review the whole text to re-check the information obtained. <sup>38</sup>

(Sources: <http://www.studygs.net>)

In conclusion, the SQ3R technique is a good technique for reading longer passages which have a lot of information to be studied. However, in order to carry out this technique successfully, the students should have the ability for understanding the text structure and taking the main idea of the text, without such ability, the use of SQ3R be unsuccessful. Moreover, beyond the students' ability to understand the text structure and taking main idea, the teacher should also introduce, explain, illustrate the SQ3R technique clearly in order to make the students completely understanding this technique. SQ3R compensates for inherent deficiencies in the information processing system and forces readers to use their processing systems in productive manner. If secondary and post-secondary students are made aware of

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<sup>38</sup>Robinson. *Effective study*. Francis Pleasant. (1970) <http://www.studygs.net> access 03/11/2017. P. 1

this, they may be more likely to use SQ3R and, consequently, to profit from its use.

### **11. The Advantages and Disadvantages of SQ3R Technique**

Based on the theories about SQ3R that, the researcher concluded that this technique has advantages and disadvantages.

The advantages are as follows :

- a. It can increase students' curiosity and motivation in reading.
- b. It helps the students to aim the material to be read, this can be an effective way to comprehend reading material because they read the text purposefully.
- c. It helps the students to study independently.
- d. It makes the students feel easier in comprehending the material, especially textbook.

According to Feldt and Hensley SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading.

In line with Feldt and Hensley, Huber states that the SQ3R technique helps the students to read independently and develop their comprehension skills such as

determining main ideas, self questioning, summarizing, note-taking and setting reading goals or purposes.<sup>39</sup>

Another benefit of implementing the SQ3R technique is that using SQ3R technique is worthwhile in terms of time and effort. It is designed to help students to get an overview of the text, analyze the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text. This technique also allows the students to get the better and faster performance on exams.<sup>40</sup>

And the disadvantages are as follows :

- a. There is less interaction between the teacher and students, thus, the teaching and learning activity become passive, and it is against the recent curriculum which demands the teaching and learning activity become more active.
- b. This technique will not be valid for the students with low proficiency in vocabulary, because they will spend more time for the difficulty in finding the meaning of each word and sentence.
- c. The students will regard this technique as a complicated technique just for reading narrative text due to the steps it has.

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<sup>39</sup>Huber, J.A. (2004). A closer look at SQ3R. *Reading improvement*, 41(2), 108-112

<sup>40</sup>Caverly, Orlando, & Mullen (2000). A closer look at SQ3R. *Reading improvement*, p.105-

## **B. Frame of Thinking**

Nowadays, many junior high school students were not able to understand reading text. Students felt reading text was too difficult to comprehend. In other words, students' reading comprehension text was still low. To comprehend reading text, readers should know the best way how to comprehend the text easily without thinking that it was a must for them to know the whole meaning of the text.

The researcher thought that SQ3R technique could give improve in students comprehend reading text. It meant that the students could use SQ3R as a technique in their reading. By using SQ3R, the students made their reading more active and motivation. They could understand and remember details of each paragraph. They could also make and answer questions based on the text since this technique had a goal to get the readers look for the questions based on the text.

Based on the statement that, the researcher believed that SQ3R technique made students interested in learning reading English text. Practice was very essential to master a skill. In other words, reading comprehension English text needed a lot of practice to master and SQ3R technique helped the students to comprehend the reading text. That was why the researcher assumed SQ3R technique gave detail information that should be found by them in the whole of the text after they read the text and it could also motivate students to read the text.



### **C. Hypothesis**

Based on theoretical assumption, the researcher formulated the hypothesis as follow :

The SQ3R technique can improve students' reading comprehension at the eighth grade in MTs N 1 Bandar Lampung in the academic year 2017/2018.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

This was a classroom action research. Burns states, action research is part of a board movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. The central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.<sup>1</sup> Concerning the statements that, this research is conducted in the classroom in order to improve the students' achievement and to develop the SQ3R technique in teaching comprehension of eighth grade students in MTs N 1 Bandar Lampung in the academic year 2017/2018 . This research is appropriate to improve teaching learning process.

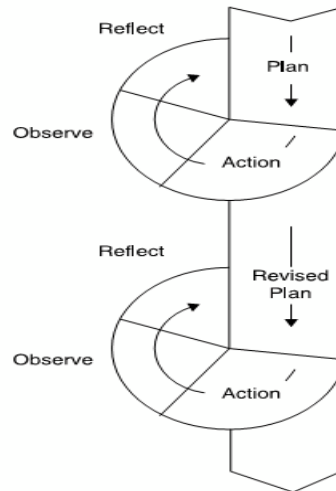
According to kemmis & McTaggart in Burns explains about action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.<sup>2</sup>

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<sup>1</sup> Anne Burns, *Doing Action Research In English Language Teaching: A Guide For Practitioners*. (Taylor & Francis. 2010). P. 2

<sup>2</sup> *Ibid*, p. 7

The action research process can be drawn in the scheme below:<sup>3</sup>



**Figure1 Cyclical AR model based Kemmis and McTaggart (1988).**

## **B. Research Setting**

This research was focused on students' activities in teaching learning in the classroom. The students were taught reading comprehension through SQ3R technique suitable for students at junior high school. The students were taught about process ability of someone to make sense of the context base on what he or she reads or hears. It is a way in which someone interpret the text.

The students of junior high school whose ages were between 13-14 years old. That age was in the beginning of their teenage. They tended to know the real read when teaching them and discussed it in the classroom. The students' problem was they could not know the meaning of word because their lack vocabulary. This

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<sup>3</sup>*ibid*, p. 9

was because they have very little chance to use it. In this boarding school, exceedingly focus on arabic language so they rarely speak English. On that account, the writer taught them using SQ3R to develop their comprehend on vocabulary. It was extremely important to teach it.

Furthermore, the researcher and collaborator analyzed and discussed the obsevation result during teaching and learning process and learning result. The result of test the observation discussed together to decide what action was taken in next.

### **C. Research Subject**

The subject for this research is the students of eight grade or second year of MTs N 1 Bandar Lampung. This class was chosen because the spirit of students but their comprehend of reading was so low that seeing from comprehension in reading lesson and their communication in daily activity. The students in this research were 30 students.

### **D. Research procedure**

In conducting the research, the researcher used the procedure of classroom action research. The research itself consists of planning, action, observation, and reflection. Therefore, the steps taken arrenge as below :

### **1. Planning**

By considering the problem, the researcher arrange the the lesson plan, select material, and determined the instruments that are suitable for students of junior high school such SQ3R technique.

In addition, the writer filled out observation sheet when teaching.

### **2. Action**

In this part, researcher taught material through SQ3R technique with the lesson plan and the materials prepared. So, that the students become more active in teaching process. It is done in order to make the students familiar with what they would do. The researcher observe the situation in the class and make some necessary notes.

### **3. Observation**

Observation was done on three parts. First part when the teaching learning occurs; the researcher and collaborator observed the teaching learning process. Second part when students work in an individual to read paragraph, the researcher and collaborator observed the learning process. Third the researcher and collaborator observed the discussion. For individual task performance, the teacher discussed with all students. In addition, observation of the improvement of students' reading comprehension made note of sheet and then writer transcript it.

#### 4. Reflection

Reflection meant reviewing what had done in the teaching learning process; the researcher and collaborator analyzed and reflected about teaching learning process based on observation result, students' performance, test, and the note of students' utterance to see the improvement of their reading comprehension. The result of this analysis showed the weaknesses and strenght of teaching learning activity, material media, and students' reading comprehension.

Data analysis was the process of organizing the data in order to gain the regularity of pattern and form of the phenomena observed in the research. The term interpretation defined as a procedure of giving meaning to the result of analytic process.

Data analysis is an effort to choose, examine, eliminate, categorize and arrange the result of research to answer the problem, so the research delivered and used for the reader.<sup>4</sup> In this research, the researcher tried to increase the validity data and the observation by using triangulation of source that is by gathering data from the researcher and students and triangulation of instrument that is by using reading test and observation sheet. The data analyzed based on kinds of data.

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<sup>4</sup> Suharsimi Arikunto. Suhardjono and Supardi. 2006. *Penelitian Tindakan Kelas*. Bumi Aksara. Jakarta. P. 133

## 1. Learning product

For students' reading the improvement is analyzed by comparing the mean of score from each cycles and percentage of high score. If the students get improvement 80% of students achieved 75 or more than it assume that teaching reading by using SQ3R technique used to improve students' reading comprehension.

To see the percentage of student who gets  $\geq 75$  the formula is :

$$\frac{\text{Number of Students that Got Score } \geq 75 \times 100\%}{\text{Total Number of Students}}$$

## 2. Learning process

The students and the researcher and collaborator observed the learning process during the teaching learning process by observing all class activities in the class and by filling the observation form. The data will be analyzed based on the indicators and the problem of students and teacher by encoding it: if more than, 80% of students achieved the indicators that meant the teaching learning categorized as very good.

If the result of first cycle did not reach the indicators then researcher see the weaknesses of teaching learning process and arranged the next cycle based on problem or weaknesses in first cycle.



## E. Instruments

To gather the data researcher used two kinds of instruments as the source of data. The instruments were reading test and observation sheet,. The instruments was described as follows :

### 1. Reading test

In the case, the first test was receptive in that simply test the students' ability to recognize the correct form.

Table 3. 1 Specification of Reading Test

No	Aspects	Number of Item			Item Number	
		Odd	Even	Total	Odd	Even
1	Main Idea (topic)	3	2	5	13, 31, 37	4, 34
2	Expression/idiom/phrase in context	1	2	3	3	16, 30
3	Inference (implied detail)	2	1	3	1, 35	32
4	Grammatical features (reference)	4	4	8	9, 15, 25, 29	8, 10, 12, 18
5	Detail (scanning for a specifically stated detail)	7	6	13	1, 17, 19, 21, 23, 27, 39	14, 22, 24, 26, 36, 38,
6	Excluding facts not written	1	1	2	5	40

7	Supporting idea	1	1	2	33	6
8	Vocabulary in context	1	3	4	11	2, 20, 28
Total		20	20	40	20	20

From the table 3. 1, it can be seen that the researcher was have focus on the students comprehension to found the main idea, expression/idiom/phrase in context, inference, grammatical features,detail,exluding facts,supporting idea,and vocabulary in context. The researcher was have score the students based on the aspect in recount text. There were have 40 questions, 5 questions for main idea, 3 questions for expression, 3 questions for inference, 8 questions for grammatical features, 13 questions for detail, 2questions for excluding facts, 2 questions for supporting idea, 4 questions for vocabulary in context.

## 2. Observation sheet

Researcher and collaborator filled out the observation sheet during the process of teaching and learning. The researcher and collaborator take a note on students' activities and the process of the teaching and learning in classroom based or the observation sheet. Observation sheetusedto determine wheter the students were active in class or not.

## F. Criteria of Success

In order to see the improvement of students' reading comprehension through SQ3R technique, the researcher determine the indicators dealing with the learning process and learning products.

### a. Learning process

Table 3. 2 learning process target for this research are drawn as follows :

No	Indicators Of Reaching Target	Sub Indicators Of Students' Achivement :  80% Of Students Are Able To...
1	Effectiveness of teaching learning	<ul style="list-style-type: none"> <li>• Comprehend and memorize new information</li> <li>• Able to comprehend the text</li> <li>• Finish the task on time</li> <li>• Manage the time effectively and efficient to do task</li> </ul>
2	Student involvement in teaching	<ul style="list-style-type: none"> <li>• Work in an individual fairly</li> <li>• Presenting the work in front of class</li> <li>• Read the description hardly</li> <li>• Join reflection enthusiastically.</li> </ul>
3	Improvement of students ability and comprehensionof lesson	<ul style="list-style-type: none"> <li>• Discuss who got most corret</li> <li>• Memorize new information</li> <li>• Test.</li> </ul>

Suharsimi Arikunto proposed this form of indicators.<sup>5</sup>

<sup>5</sup> Suharsimi Arikunto dkk. *Penelitian Tindakan Kelas*. Bumi Aksara. Jakarta. 2006. P. 79

b. Learning product

For learning product, for reading the standard goal is 73. Therefore, the researcher determine that if 80% of students got score 75 it assume that using SQ3R technique in teaching learning improve students' reading comprehension.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This classroom action research conducted in two cycles. The research was conducted with the collaboration of English teacher of MTs N 1 Bandar Lampung. In this research, the researcher became a practioner who implemented the action in teaching learning process in the classroom and the English teacher was the observer and facilitator who observed in teaching learning process from the beginning until the end of the research.

#### **A. General Description of Place of Research**

##### **1. Brief History Madrasah Tsanawiyah Negeri 1 of Bandar Lampung**

Madrasah Tsanawiyah Negeri 1 Bandar Lampung on Jl. KH. Ahmad Dahlan No. 28 Pahoman Bandar Lampung. The activities of teaching learning process are done in the morning. The classes begin at the 07.15 A.M in the morning and finish at 14.30A.M. The total number of teachers who teaches in there are 74 teachers, and the total number of the students are 993 students.

The Identity of Madrasah Tsanawiyah Negeri 1 Bandar Lampung Bandar Lampung:

Name : Madrasah Tsanawiyah Negeri 1 Bandar Lampung

Address : Jl. Jl. KH. Ahmad Dahlan No. 28 Pahoman Bandar Lampung

Pos code : 35372

The Building : 1968

## 2. Condition of Teacher and Facilities at Madrasah Tsanawiyah Negeri 1 Bandar Lampung

Madrasah Tsanawiyah Negeri 1 Bandar Lampung has owned things as show the table below:

Table 4.1 Data of Teacher at Madrasah Tsanawiyah Negeri 1 Bandar Lampung

	<b>Name of the Teacher</b>	<b>Expertise</b>
	Hikmat Tutasry,S.Pd	Headmaster
	Mayunah,S.Kom	Vice Headmaster
	Drs. H. Abdul Ghofar	Staff Administration
	Eliyati	Staff Administration
	Bety Yunizar, S.Ag	Religion
	Samiyah S.Ag,M.Pd.I	Religion
	Enilia, A.Md	Staff Library
	Dede Ance Meisianty,	Organization
	Jusmaidar, S.Pd	Mathematic
	Dian Safarina, S.Pd	English Language
	Umi Ipadah , S.Pd	Indonesia Language
	Sri Hidayati. S.Ag	Aracabic Language
	Ida Deswarni, S.Pd	IPS
	Sri Lestari, S.Pd	Sains
	Susi Anita,S.Pd	Art
	Dra. ZAUKAT JAUHARI	BK
	Munawarah,S.Ag	History
	Mutia Kurniawati, S.Pd	Lampung Language

	Septi Andriati,S.Ag	Religion
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Table 4.2 Data of facilities at Madrasah Tsanawiyah Negeri 1 Bandar Lampung

No	Kinds of Room	Total Number
1	Headmaster Room	1 ( one ) unit
2	Teacher Room	2 ( two ) unit
3	Teaching Learning Room	28 (twenty eight ) unit
4	Staff Administration	1 ( one ) unit
5	Library Room	1 ( one ) unit

### B. The Implementation of First Cycle

Cycle 1 was done at 13<sup>th</sup> of March 2018, this cycle comprised planning, action, observation, and reflection. In this stage researcher did some follows activities:

#### 1. Planning

- a. Preparing material, making lesson plan, and designing the steps in doing the action.
- b. Preparing to teach the students how to comprehend the recount text in an effective way by introducing SQ3R technique.
- c. Preparing sheets of classroom observation (to know the stituation of teaching learning process when the technique is applied).
- d. Preparing a test.



## 2. Action

This stage was done on 13<sup>th</sup> of May 2018, Saturday. The meeting was held in 2x40 minutes and followed by 30 students. The action focused on implementing SQ3R technique to improve students' reading comprehension. The activities cover pre-activity, while-activity and post-activity. The stage is as follows:

### a. Pre-activity

In pre-activity, the researcher focused on introducing the SQ3R technique to the students. The researcher started the class by saying a prayer. Then, she greeted the students and checked the students' attendance. As it was the first meeting, she introduced herself first. Then, she gave the general apperception about the material that would be learnt by the students. It was done by the researcher as she wanted to build interaction between her and the students. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Bahasa Indonesia.

### b. While-activity

In the beginning of while activity the researcher introduced SQ3R technique to them. This technique was still new for the students. Researcher told the students how they dealt with the technique and explained each step in SQ3R technique.

While researcher was explaining the technique, the students listened carefully. When researcher finished explaining the steps, researcher gave a text entitled “*Travelling*” to the student and asked the students what is traveling, do you like a traveling? What things that will you see and get in the traveling. Moreover, the end this activity the researcher introduced the topic. Then, researcher distributed the text to the students. First, she guided the students to do surveying and the questioning stage. She asked the students to identify certain information, such as, main idea, generic structure, and other information they needed to know from the text and to write some questions related to the information. As the students were still confused, she repeated the instructions by using Bahasa Indonesia. Then, she asked them to start the activity and to ask her if they found any difficulties. When the students were working on surveying and questioning, the researcher monitored the students and gave feedback to them. It was found that some students could do the questioning stage well. However, there were also some students who did not understand in doing surveying and questioning but did not ask the researcher how to deal with the stages. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher. There searcher decided to ask some students who did not understand how to deal with those surveying and questioning stages. She re-explained how to deal with those stages. After re-explaining, she gave an extra 5 minute to finish those stages.

After that, the researcher asked the students to continue to the reading stage. In

this stage they were asked by the researcher to find the answers of the questions they have made on questioning stage and then, when they had finished the reading stage, the researcher asked for some volunteers to write the questions and the answers they made on the white board. There are 5 volunteers who wrote their questions and answers they made related to the text. The researcher, then, discussed the questions and answers together with the students.

After finishing the reading stage, the students were asked to continue to the recite stage. In this stage, the students were asked to recite the text using their own words in front of the class. The researcher also allowed them to write their recitation on a piece of paper first before performing it in front of the class. Most of students were still confused in doing this stage because they could not recite the text well. Most of them still did “re-telling” the whole text not reciting the text using their own words. The researcher helped them to recite in their own words by giving feedback. The feedback given was in the form of corrections, suggestions, or comments to the students’ recitation draft. When they were finished with their recitation, the researcher asked them to recite it in front of the class. Unfortunately, there were only 3 students who could recite the text in front of the class. The other students were still shy and unconfident to recite the text in front of the class.

For the last, review stage, the researcher asked the students to re-read or review

what they read to ensure whether they understood what they read or not and whether there was any information they missed or not.

### c. Post-activity

In post activity, researcher gave the students the time to ask. In addition, researcher answered the question. The researcher reflected all things what she have done today. After all things done, the researcher conducted reading test, finally, researcher closed the meeting.

## 3. Observation

After action researcher and collaborator discussed about all what happened in the teaching process. The teaching process described as follows:

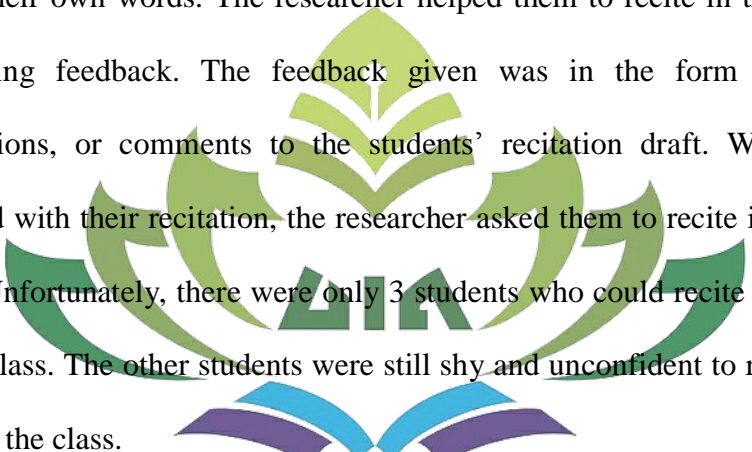
In teaching process, Before distributing the recount text to the students, the teacher introduced SQ3R technique to them. This technique was still new for the students. She told the students how they dealt with the technique and explained each step in SQ3R technique. While she was explaining the technique, the students listened carefully to her. When she finished explaining the steps, she gave a text entitled "*Travelling*" to the student. Then, she distributed the text to the students.

After distributing the text, she asked the students to read the text by implementing the SQ3R technique. As it was the first meeting, she guided them in each stage on SQ3R technique. First, she guided the students to do surveying and the

questioning stage. She asked the students to identify certain information, such as, main idea, generic structure, and other information they needed to know from the text and to write some questions related to the information. As the students were still confused, she repeated the instructions by using Bahasa Indonesia. Then, she asked them to start the activity and to ask her if they found any difficulties. When the students were working on surveying and questioning, the researcher monitored the students and gave feedback to them. It was found that some students could do the questioning stage well. However, there were also some students who did not understand in doing surveying and questioning but did not ask the researcher how to deal with the stages. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher. There searcher decided to ask some students who did not understand how to deal with those surveying and questioning stages. She re-explained how to deal with those stages. After re-explaining, she gave an extra5 minute to finish those stages.

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For the last, review stage, the researcher asked the students to re-read or review what they read to ensure whether they understood what they read or not and whether there was any information they missed or not.

#### 4. Reflection

The implementation of SQ3R technique in first cycle was done. After implementing the SQ3R technique, the researcher did reflection. Previously, she presented the condition of teaching and learning process of reading in the first

cycle. In first cycle, there was a problem found by researcher. The students still could not implement the recite stage well. It can be seen on their recitations submitted to researcher. In reciting stage, many students still used the texts' words not their own words. They were also still confused in making recitation using their own words. It can be concluded that they still could not comprehend the text fully. They need to be guided by the researcher in the recite stage.

In reflection, the researcher discussed with collaborator for described based on learning product and learning process. The learning product and learning process described as follows:

a. Learning Product

Teaching learning product was analyzed by determining the indicator of achievement as in chapter 3. The indicator is if 80% of students can reach 75 from reading test. If the indicators is achieved that is meant that using SQ3R technique in teaching learning is able to help student in improving their reading comprehension.

For condition of students' reading test in first cycle the table below shows the learning product.

Table 4.3 Frequency of Students' Achievements for Reading.

No	Score	Frequency	Percentage
1	<75	17	56.6%
2	75-80	8	26.6%
3	81-85	4	13.3%



4	$\geq 86$	1	3.3%
Total		30	100%

The table 4.3 that shows that the reading score of students who got score under 75 reach 17 students or 56,6% total of class. Their reading still seriously influenced with little or no awareness of collocation, which cause confusion, and they had difficulties in understanding the meaning.

For range 75-80 there were 8 students or 26.6% of total class. Their reading moderately influenced with grammar and meaning. In scale 81-85 there were 4 students or 13.3% that meant they had adequate range with grammatical error and meaning. Meanwhile for score 85-90 there were 1 students or 3.3% form total of class the score is 90, that meant that they had wide range of words appropriately and accurately used.

In line with description that, there were 17 students who got the score under passing goal or still 56.6% of total students are failed. At this stage the students' reading achievement still far away from the succes indicator that is 80% of students reached score 75. Therefore, the second cycle is needed tobe done.

## b. Learning process

Table 4.4 Students Activities

No	Students activities	Collaborator		Researcher	
		Number of Ss involved	% of Ss involved	Number of Ss involved	% of Ss involved
5.	Pre-activity	23	76.6%	23	76.6%
	<ul style="list-style-type: none"> <li>Interested in the opening of the class</li> <li>Responding to the teacher's question about the topic enthusiastically.</li> </ul>	18	60%	17	56.6%
6.	While-activities	18	60%	18	60%
	<ul style="list-style-type: none"> <li>Responding to the topic enthusiastically.</li> <li>Following inquiry steps enthusiastically</li> </ul>	27	90%	27	90%
	<ul style="list-style-type: none"> <li>Following teacher's modeling enthusiastically</li> <li>Actively involved in the questioning</li> </ul>	22	73.3%	21	70%
	<ul style="list-style-type: none"> <li>Actively involved in the questioning</li> <li>Actively involved in work in an individual</li> </ul>	14	46.6%	14	46.6%
	<ul style="list-style-type: none"> <li>Actively involved in work in an individual</li> <li>Actively presenting the results of discussion in front of the class</li> </ul>	17	56.6%	17	56.6%
	<ul style="list-style-type: none"> <li>Actively presenting the results of discussion in front of the class</li> <li>Actively involved in doing what have been learned (reflection)</li> </ul>	9	30%	9	30%
	<ul style="list-style-type: none"> <li>Actively involved in doing what have been learned (reflection)</li> </ul>	18	60%	18	60%
7.	Post-activity	30	100%	30	100%
	<ul style="list-style-type: none"> <li>Doing the reading test.</li> </ul>				
Average		19.6	65.3%	19.4	64.6%

For the learning process the point that became the focus activity of the students that happened along teaching learning. In this stage, the data was collected from the

observation of researcher and collaborator. The table 4.4 below shows the activity that was happened along teaching learning.

The table 4.4 that indicates that in the learning process there were many main points that be observed. In pre-activities, the students did two activities there were involving in opening and delivering topic enthusiastically. In while-activity, there are were seven activities that had to do they were responding topic enthusiastically, following inquiry steps enthusiastically, following teacher's modeling enthusiastically, actively involved in the questioning, actively in work in an individual, actively presenting the result of work in front of the class, actively in doing what have been learned (reflection). In post-activity there was one activity doing reading test.

The table 4.4 that shows that the involvement students in teaching learning activity, which described whether the using SQ3R technique helps students in improving reading comprehension.

a. Pre-activity

In pre-activity point 1 there were 23 students 76.6% of total students enthusiastically involved in teaching learning. In this stage the students involved opening eagerly for the teacher is spirit. In point two there were 18 or 60% students found by collaborator and 17 or 56.6% students found by researcher who actively involved in responding to the question given by the researcher that related to the topic. Other students busying themselves, searching book and some

other were chatting with their friend. The enthusiastically of students could be seen from their gesture and facial expression.

b. While-activity

In while-activity, there were seven points which become the consideration in this research. When the researcher talked about the topic, there were 18 students or 60% of total class enthusiastically in talking about topic. Other students busying themselves in chatting with their friend and other student wrote what teacher said. After talking about topic, the teacher explained SQ3R technique to them and in this step, collaborator and researcher found 27 students who following inquiry step and 22 found by collaborator and 21 students following teacher modeling. After explained the SQ3R technique there were only 14 students or 46.6% total of class who actively questioned about object, they are afraid or no idea to question. Next step the guided the students to do surveying and the questioning stage. She asked the students to identify certain information, such as, main idea, generic structure, and other information they needed to know from the text and to write some questions related to the information. In this step collaborator and researcher found 17 students or 56.6% of total of class who actively involved work in an individual, other students tried to ask their friend or did cheating. After that, the researcher asked the students to continue to the reading stage. In this stage they were asked by the researcher to find the answers of the questions they have made on questioning stage and then, when they had

finished the reading stage, the researcher asked for some volunteers to write the questions and the answers they made on the whiteboard, in this discussion only 9 students or 30% who actively presented to correct a sentence.

After finishing the reading stage, the students were asked to continue to the recite stage. In this stage, the students were asked to recite the text using their own words in front of the class. For the last stage, review stage, the researcher asked the students to re-read or review what they read to ensure whether they understood what they read or not and whether there was any information they missed or not. Before post actively, the teacher reflected the lesson. In reflection, the teacher recalled all parts of important aspect of the lesson. In this stage, 18 students were involved reflection.

#### c. Post-activity

In the post-activity, the teacher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

Those students who filled, their reading were seriously influenced with understanding the meaning, collocation and basic grammar. Because for learning product 80% students did not achieved 75 of total class, therefore the second cycle was needed.

From first cycle the researcher and collaborator found many solutions toward the problems of learning process of learning reading by using SQ3R technique.

### **C. The Implementation of Second Cycle**

The second cycle was done 20<sup>th</sup> of March 2018. The second cycle was arranged based on the weaknesses found in first cycle. At this cycle, the researcher did the same step as first cycle. The cycle comprised planning, action, observation and reflection. This cycle, the researcher tried to modified based on the weaknesses found in first cycle. So, for this cycle the students were asked to recite the text using their own words in front of the class to improve students' activities. The cycle described as follows:

#### **1. Planning**

For this cycle, the researcher prepared some steps for gaining the successful teaching learning they were:

- a. The researcher made lesson plan and selected material which the topic about family camping.
- b. SQ3R technique to improve students reading comprehension.
- c. Preparing to ask the students to recite the text in their own words.
- d. Preparing observation sheet and test instrument that is reading test.

#### **2. Action**

For action, the researcher did the same activity as first cycle but had a with more

in while-activity. The teaching learning was followed by 30 students and took times 2x40 minutes. The steps at this cycle did not differ from the first cycle that was pre-activity,whi-activity and post-activity the steps described as follows:

a. Pre-activity

The researcher started the lesson by greeting the students. After she lead prayer and checked the attendance, she gave apperception to the students about diving. Then, she distributed a recount text entitled “*Family Camping*” to the students.

In this stage, the researcher stood in front of the class and monitors the students and he ordered to seat tidity. At the beginning of lesson, the researcher did the same step as first cycle that was greeted student and checked their attendance list. The researcher reviewed the last lesson by asking the last topic. In addition, the researcher introduced the new topic about family camping. Then asked the students what is camping, do you like a camping, in this class who like family camping.

b. While-activity

For while activity, the researcher still focused on improving the students’ reading comprehension by using SQ3R technique and students’ motivation.

The researcher asked the students to start implementing the SQ3R technique stage by stage. First, they were asked to do the surveying and questioning stage. She gave them 15 minutes to finish those stages. In questioning stage, she asked them to make five questions. After 15 minutes, she did not ask them to submit their



work. She asked them to find the answers by themselves first. Then, when they finished finding the answers, they had to submit them on the researcher desk. Those stages were run naturally as it was the two meeting of the whole cycles.

Then, the researcher asked them to continue to the reading and reciting stages. She gave only five minutes to them to prepare themselves to recite the text in front of the class. In this stage, the students were asked to recite the text using their own words in front of the class. The researcher also allowed them to write their recitation on a piece of paper first before performing it in front of the class. Most All of the students were enthusiastic in making their recitation. The interactions between the students and the researcher were conducted naturally. The researcher did not offer help to them but they asked for help from him. All of them could perform their recitation in front of the class.

The last stage, review stage, the researcher asked them to review the text and gave them the last chance to ask anything related to the text. However, none of the students asked the researcher.

#### c. Post-activity

In post activity, the teacher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

### 3. Observation

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about all what happend in the teaching process. The explanation was described as follows:

In the pre-activity, when teacher entered the class they gave full attention, also when teacher gave perception and some questions related to the topic collaborator and the researcher found the same number of students who responded enthusiastically to the teacher's question. There was more increasing in paying attention from the student with the last cycle is from 25 to 27 students.

As the consideration of suggestion from first cycle, the researcher asked the students to start implementing the SQ3R technique stage by stage. First, they were asked to do the surveying and questioning stage. Both the collaborator and the researcher found the same number of students which involved at this stage there responded to the topic enthusiastically that showed from their eagerness. In the next steps, ,the researcher asked them to continue to the reading and reciting stages by this that the students followed the step enthusiastically that occured there were 30 students joined the activity. When to them to prepare themselves to recite the text in front of the class the researcher gave time. On the data gathering there were 20 students total class found by collaborator and the researcher who actively. The review stage, the researcher asked them to review the text and gave

them the last chance to ask anything related to the text. In addition the researcher paid attention to students in order to not cheating with their friend the students actively worked in an individual. In this step the students seriously involved at the reflection, some other students busying themselves in writing and discussing about their presentation.

#### 4. Reflection

In this cycle, the reflection was still the same as previous cycle. The reflection overed discussed about all what happend in the learning product and learning process. The explanation was described as follows:

##### a. Learning product

The learning product's indicator of success has been written in the third chapter that was 80% of students achieved score 75 in reading test that means teaching by SQ3R technique improved students' reading comprehension. The following table explains the improvement in students' reading comprehension.

Table 4.5 Frequency of Students' Achievement for Reading

No	Score	Frequency	Percentage
1	<75	5	16.6%
2	75-80	16	53.3%
3	81-85	7	23.3%
4	$\geq 86$	2	6.6%
Total		30	100%

For this cycle the percentage of students score which got less than 75 there were 5 students or 16.6% of total class. The total 75 through 80 there were 16 students 53.3% of total class. At score 80 through 85 there were 7 students or 23.3% of total class. At score 85 or more there were 2 students or 6.6% of total class.

Since the indicator of successful learning of this research is 80% of total class got 75, it means that the teaching reading by SQ3R technique can be implemented to help student in improving their reading. From the table 4.5 that, in this cycle there were 25 students or 83.3% got score  $75 \geq 85$ . This table 4.5 also shows that the indicator was achieved and the researcher decided that no more cycle is needed.

b. Learning product

In this cycle, all of steps taken are interpreted as follows :

Table 4.6 Frequency of Students' Activities

No	Students activities	Collaborator		Researcher	
		Number of Ss involved	% of Ss involved	Number of Ss involved	% of Ss involved
1	Pre-activity	30	100%	30	100%
	<ul style="list-style-type: none"> <li>Interested in the opening of the class</li> <li>Responding to the teacher's question about the topic enthusiastically.</li> </ul>	27	90%	27	90%
2	While-activities	26	86.6%	26	86.6%
	<ul style="list-style-type: none"> <li>Responding to the topic enthusiastically.</li> <li>Following inquiry steps</li> </ul>	30	100%	30	100%

	enthusiastically				
	• Following teacher's modeling enthusiastically	30	100%	30	100%
	• Actively involved in the questioning	20	66.6%	20	66.6%
	• Actively involved in work in an individual	30	100%	30	100%
	• Actively presenting the results of discussion in front of the class	30	100%	30	100%
	• Actively involved in doing what have been learned (reflection)	26	86.6%	26	86.6%
3	Post-activity • Doing the reading test.	30	100%	30	100%
	Average	27.9	93%	27.9	93%

For learning process, the indicator of the achievement was if 80% of the total students involved in learning activity. For students involvement in this cycle that was found by both collaborator and researcher.

a. Pre-activity,

In the pre-activity, when teacher entered the class they gave full attention, also when teacher gave perception and some questions related to the topic collaborator and the researcher found the same number of students who responded enthusiastically to the teacher's question those were 27 students or 90 % of total students. There was more increasing in paying attention from the student with the last cycle is from 25 to 27 students.

b. While-activity

As the consideration of suggestion from first cycle, the researcher asked the students to start implementing the SQ3R technique stage by stage. First, they were asked to do the surveying and questioning stage. Both the collaborator and the researcher found the same number of students which involved at this stage there were 26 students or 86.6% of class responded to the topic enthusiastically that showed from their eagerness. In the next steps, the researcher asked them to continue to the reading and reciting stages by this that the students followed the step enthusiastically that occurred there were 30 students joined the activity. When to them to prepare themselves to recite the text in front of the class the researcher gave time. On the data gathering there were 20 students or 66.6% of total class found by collaborator and the researcher who actively. The review stage, the researcher asked them to review the text and gave them the last chance to ask anything related to the text. In addition the researcher paid attention to students in order to not cheating with their friend 30 students actively worked in an individual. In this step there were 26 students or 86.6% of the students seriously involved at the reflection, some other students busying themselves in writing and discussing about their presentation.

c. Post-activity

In the post activity, the researcher did reading test. The researcher monitored them in order that the student did not try to cheat his friend.

In this cycle, the learning product showed that the achievement of the students increased from 13 students or 43.3% who passed the passing goal increased to 25 students or 83.3% from total of class. This shows that the learning product has been achieved that is if 80% of total students got 75, it means that teaching reading by SQ3R technique is able to improve the students' reading comprehension.

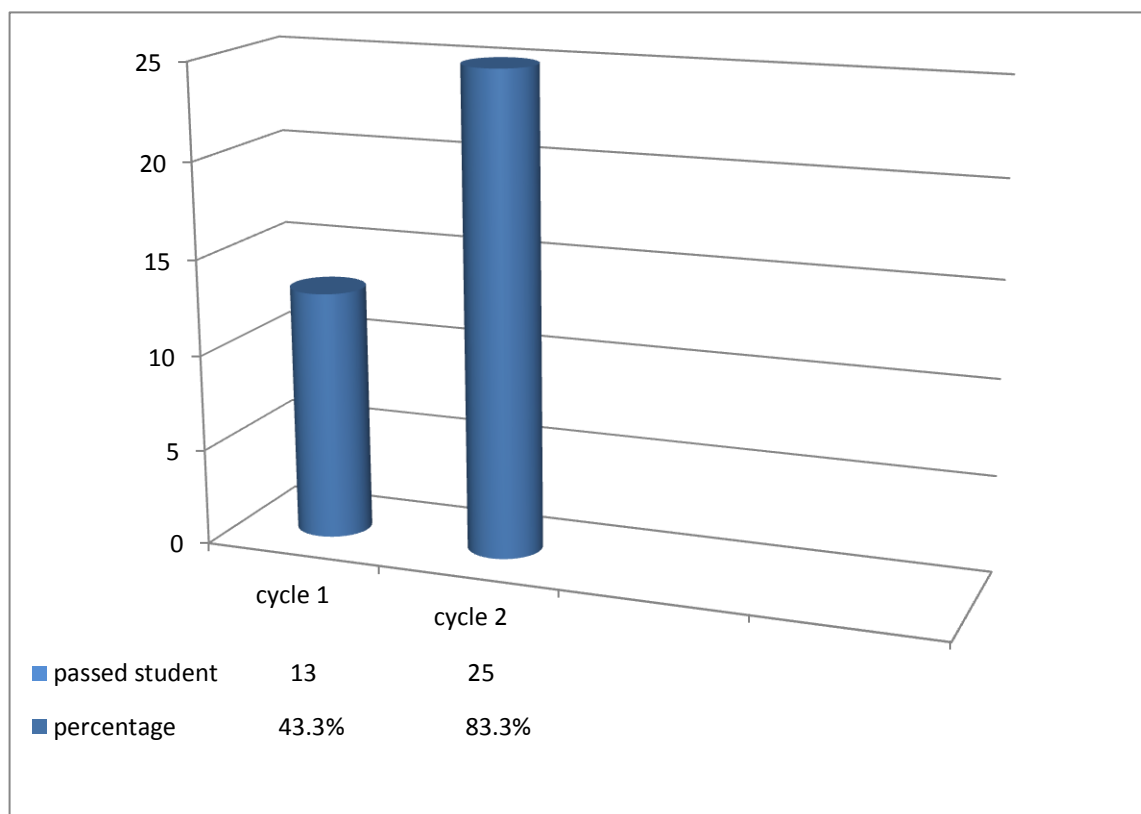
For learning process, some activities were becoming the points of observation. The indicator of successful learning here as has been mentioned in the chapter 3 that is if 80% of the total class joined the learning activity actively, it means that the learning process has ran well. From the table that resumed the result of the researcher and collaborator observation, it showed that 93% found by researcher and collaborator the students has joined the learning process actively. Therefore, the researcher decided no more cycle is needed.

#### **D. The Comparison of Result of First Cycle and Result of Second Cycle**

The research question for this research is there any improvement of students' reading comprehension after being taught by SQ3R technique. Then this result was aimed to prove there was any improvement of students' reading comprehension after being taught by SQ3R technique. There are some improvement occurred in the cycle as can be seen in this charts below:



Table 4.7 Students' Reading Score

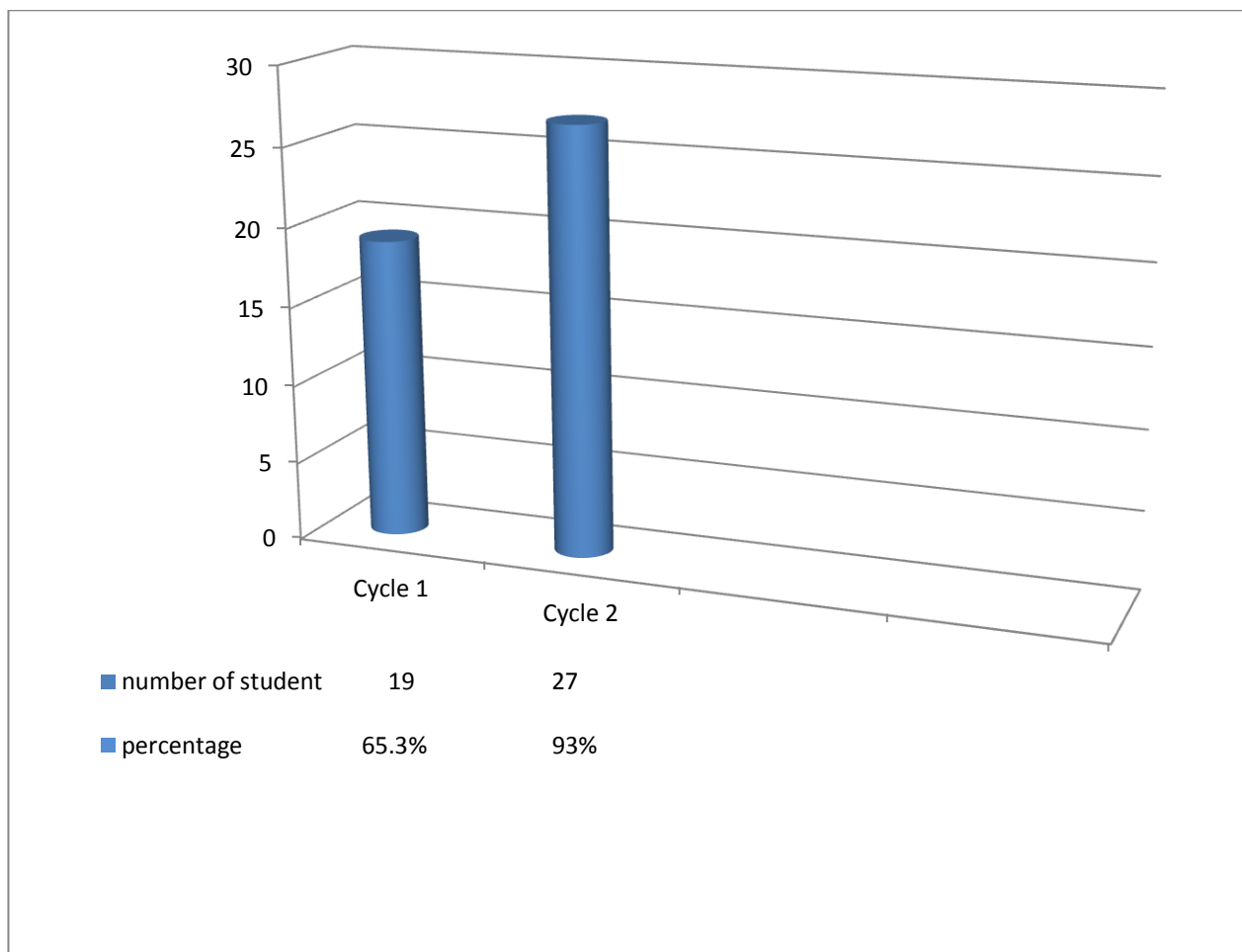


The students score in this research determined as successful learning if 80% of students reached score 75. In the first cycle, the students passed the test only reached 43.3% from total of students. It means that the second cycle must be conducted in order to get the target by considering the weaknesses in first cycle.

After the second cycle was done, the students' score increased from 13 students or 43.3% to 25 students or 83.3%. It means the teaching product for this research has been fulfilled. Then the researcher decided that no more cycle is needed.

Moreover, for the participation of students in this research in the second cycle can be seen in this table below:

Table 4.8 Students' Activities



In this research, the participation of the students in the first cycle was 65.3% of the total of class. After conducting the second cycle the percentage of success students increased to 93% this showed that also consequently followed by in creasing the score of students were 27 students passed the test this showed that the

participation of students and teaching learning contributed in their success. Then their score increased in reading test.

### **E. Discussion**

In this research, the implementation of seven steps really helped the students in improving their ability, the SQ3R technique gave contribution in students' reading proved that the teaching learning became more interesting. With arranging presentation, students provided good respond toward the lesson. Reading only is not enough because the precious one is reading with comprehending the text. Tankersley states, comprehension is the center of reading. She also says comprehension is the heart of reading process and we bring our life experiences to the act of reading.<sup>1</sup> When an effective reader reads for comprehension and understanding, it is actively engaged and thoughtful process.<sup>2</sup>

From the result of previous research stated that SQ3R technique has an effect to increase the students' reading comprehension. It has been applied by Nurmiasih of islamic education state islamic college (STAIN) Tulungagung June 2012 at MTs Miftahul 'ULA (MTsM) Nglawak Kertosono, on her research entitled the effectiveness of SQ3R technique on students' reading achievement to the eighth graders showed that teaching reading through SQ3R could increase students'

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<sup>1</sup>Karen Tankersley, *The Threads Of Reading : Strategies For Literacy Development* (ASCD, 2003). p.114.

<sup>2</sup>*Ibid.* p. 91.

achievement significantly. SQ3R technique made the students' reading score improve well and it made students active in learning process.<sup>3</sup>

This showed the learning by SQ3R technique when students connect their academic knowledge to their real object they felt the meaningful context that made students more actively in joining the teaching learning so enjoyed the classroom activity. This proofs that there any improvement of students' reading comprehension after being taught by SQ3R technique.



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<sup>3</sup> Suci Nurmiasih, *The Effectiveness Of SQ3R Technique On Students' Reading Achievement To The Eighth Graders At Mts Miftahul 'ULA (Mtsm) Nglawak Kertosono*, 2012, STAIN Tulungagung

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this research, based on the result in learning product and learning process, the researcher formulated the conclusion that teaching reading by SQ3R technique is applicable in teaching learning process in the class. The proof of improvement of students' reading is seen in the result of second cycle 83.3% of students passed, it assumes that teaching reading by SQ3R technique used to improve the students' reading.

#### **B. Suggestion**

Based on the result of this research, the researcher purposed suggestion as follows:

1. For the teacher
  - a. Considering the technique, the researcher suggests the English teachers will apply SQ3R technique as one of the ways in teaching reading comprehension of analytical text because it can help the students in comprehending the text easier.

- b. Considering the students' problem in vocabulary mastery during the treatments, the researcher suggests the English teacher will increase the percentage of vocabulary discussion during the lesson and the test.
- c. To improve the students independency, the researcher suggests the teacher will let the students to work in groups since group work can provide learners with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to the learners temporarily.

2. For the researcher

In this research, the researcher used SQ3R to help students of Junior High School, especially in recount text. Further researcher may conduct this technique on different level of students, for example Senior High School. They can apply other kinds of texts, for examples, analytical exposition text, hortatory exposition text, etc.

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